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ABSTRACT

The document reports on a cooperative effort of Greeneville City and Greene County (Tennessee) Schools to develop a comprehensive career education program for grades 7-12, titled School Program Advancing Career Education (SPACE). The document opens with SPACE's rationale, targeted toward the creation of curriculum and instruction to meet the needs and interests of students rapidly losing touch with school and dropping out. Described are the problem of a 45 percent dropout rate, the results of a dropout study, and staff attitudes toward career education based on the results of a questionnaire. Results of student interest inventories, administration of the program, orientation meetings, visits to ongoing programs, a 10-day career education workshop, and community/industry involvement also are described. Concluding sections present descriptions of cardboard carpentry, workshop instruction, and the results of a workshop evaluation. Appendixes, about one-half of the document, contain the survey questionnaire, an interest inventory for grades 7 and 8, SPACE Planning Commission objectives, SPACE visitation evaluation form, workshop participants' evaluation form, an evaluation tally sheet, a list of discussion questions, an evaluation form for industry visits, and a list of questions to ask workers. (NH)

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TABLE OF CONTENTS

	Page
Introduction	1
Rationale	1
The Problem	3
Dropout Study	4
Attitudes toward Career Education	4
Interest Inventories	5
Administration	6
Orientation	6
Visits to Ongoing Programs	7
Career Education Workshop	7
Community/Industry Involvement	8
Cardboard Carpentry	9
Workshop Instruction	9
Workshop Evaluation	10
Appendixes	12

Attitudes toward Career Education

Interest Inventory for Seventh and Eighth Graders

SPACE Planning Commission Objectives

SPACE Visitation Evaluation

Final Evaluation of SPACE Workshop by Participants

The Role of Community Members in Career Education

Evaluation of Visits to Industry

Questions to Ask Workers

SCHOOL PROGRAM ADVANCING CAREER EDUCATION
(PLANNING PHASE)

Introduction

The School Program Advancing Career Education (SPACE) was a cooperative effort of Greeneville City and Greene County Schools to develop a comprehensive career education program for grades 7 through 12. Beginning in January 1973, the planning phase, funded for approximately $42,000 under Title III of the Elementary and Secondary Education Act, continued through October 3, 1973 and involved nearly 3,500 students. Orientation, travel to career education models, and a ten-day workshop for the 30-member Planning Commission were included in the program as well as in-service preparation for 100 additional teachers.

Rationale

Many problems plagued education during the last ten years. These included the following:

1. Approximately 750,000 youths dropped out of high school, and 850,000 youths dropped out of college annually during this period.

2. Teenage unemployment continued to increase with the joblessness rate for youths aged 16 to 19 being four times that for adults aged 25 and over.

3. Record numbers of high school graduates entered colleges during a time when unemployment among college graduates stood at a ten-year high.

4. The unemployment rate for black teenagers was more than double that for white youths.

5. Rapid technological expansion occurred, requiring vocational-technical training not needed previously to enter employment.

6. Dissatisfaction of taxpayers with the educational system continued to grow.

7. Remedial programs such as the Job Corps cost more than twice as much per student as the same training per student in a regular vocational school.

8. The numbers of disadvantaged students kept on increasing.

In addition to these educational problems, the nation was faced with mental illness as its major health problem. Suicide, delinquency, crime, venereal disease, and parental abuse rates spiraled. Alcohol and drug use increased relentlessly.

At a meeting of secondary school principals in 1971, Commissioner of Education Marland suggested career education as a solution to some of the problems facing the nation. Marland refused to define career education, but other noted educators developed definitions which were based firmly on the work ethic.

The work ethic was considered to be of prime importance in the School Program Advancing Career Education (SPACE). However, major emphasis was also placed upon the personal development of each individual so that the greatest satisfaction and fulfillment could be achieved from living as well as working.

Being able to communicate and compute effectively, get along with others, maintain good health, measure personal values, interests, and abilities in order to make wise decisions, cope with the economic world, and use leisure time advantageously were considered essential to the "good life."

Although career education was not offered as a panacea for all of the problems facing today's world, it promised to be a viable solution for improving an educational system rapidly sinking into obsolescence. The School Program Advancing Career Education targeted toward the creation of curriculum and instruction to meet the needs and interests of students rapidly losing touch with school and dropping out to search for something mystic to transform a dull, meaningless life into one offering stimulation and productivity.

The Problem

Greene County, a luxuriant rural area with a population of approximately 48,000, was abundant with natural resources. Because the progressive people of Greene County welcomed newcomers bent on mass production, the area was rapidly becoming industrialized. However, in spite of efforts to create larger and fewer schools throughout the region, numerous small schools still existed. The high cost of transportation made it impractical to eliminate the miniature educational systems serving students scattered throughout the sprawling countryside.

A 45-percent dropout rate existed in Greene County. With the advent of a new vocational-technical school, there was great promise that the high dropout rate would decrease. However, it was imperative that changes be made in curriculum and instruction in order to motivate students to stay in school long enough to take advantage of the skill training now available. Strategies were needed to entice students to work toward graduation and develop salable skills.

Dropout Study

In May 1973, a survey was conducted to determine why students left school before graduation. Using the Tennessee School Register, the total dropout population for the past three years in the city and county was identified. A representative sample was obtained by selecting every fifth individual in the population to receive a questionnaire. However, only nine questionnaires out of the 72 mailed were completed and returned by the respondents. Therefore, the results of the dropout survey were invalid.

Attitudes toward Career Education

An attitudinal questionnaire containing 18 statements, measured on a four-point scale,was administered to staff members of one high school and six elementary schools in the county. The data indicated that staff members were in 100 percent agreement on the following statements:

1. Schools should use parents, employees, and community for sources of learning.
2. Teachers should appreciate the values of many types of work.
3. Teachers should help develop attitudes necessary for career advancement.
4. Teachers should help students develop the ability to get along with people.
5. Students should become familiar with many different careers.

Staff members were also in high agreement on the following statements:

1. Teachers should relate instruction to career development.
2. Students should have the opportunity to learn vocational skills.

However, staff members were not in agreement on the following statements:

1. Approximately one-third (30 percent) of the staff at South Greene disagreed that schools should prepare all students for careers.

2. The Greystone (75 percent), Sunnyside (44 percent), and South Greene (40 percent) staff disagreed that all graduates should be placed in jobs or post-secondary schools.

3. South Greene's staff (32 percent) disagreed that they were accountable for the career development of students. This reiterates the fact that 30 percent of the staff disagreed that schools should prepare all students for careers.

4. The staff at Greystone (50 percent) and St. James (33 percent) disagreed that students should have free choice to leave school and return for further education.

Interest Inventories

An instrument was developed to determine the interests of students enrolled in grades 1 through 8 in Greeneville city and county schools. This inventory was administered to 160 students at Debusk School in May 1973. The survey revealed that seventh and eighth grade girls and boys had high interest in using their hands, building things, working with people, and working at home. In addition, 100 percent of them considered work to be a worthwhile endeavor.

However, students indicated that they did not like school. Nor did they enjoy developing communication or computation skills in the traditional manner, even though they revealed a strong interest in going to college. A

majority stated that they already knew which career they wanted to pursue. The survey disclosed an urgent need to make effective changes in curriculum and instruction.

Administration

SPACE was designed to be implemented with a minimum of funds. Because of rising costs and material shortages, it was imperative that the most effective and efficient use be made of existing resources. The in-service program served as the pivotal force in this low-cost, high-benefit program.

A director knowledgeable about career education theory, philosophy, and objectives coordinated the program. Principals and select teachers formed a 30-member Planning Commission to provide leadership for staff members in the pilot schools.

Orientation

Several meetings were held during which career education films were shown to the Planning Commission. Lectures, discussions, and literature distribution during these gatherings expedited the orientation process. However, a considerable amount of orientation was conducted by mail because staff members were performing their regular administrative and teaching duties.

Brief questionnaires were administered to determine whether or not Commission members understood and accepted career education concepts. During the orientation phase, career education materials were critiqued, resources already existing in the schools were identified, and an advisory committee was formed.

Visits to Ongoing Programs

Models were visited by the Planning Commission so that members could observe career education in action. Those programs included the Occupational Vocational-Technical Exploratory Program, Pittsburgh, Pennsylvania; the Parkway Program, Philadelphia, Pennsylvania; the Downtown Learning Center, Atlanta, Georgia; Systems Program Approaching Non-Unemployment of Vocational Students, Memphis, Tennessee; Basic Arts Title III Middle School Program, Covington, Tennessee; and School Program in Career Education and Contemporary Curriculum for Career Development Program, Knox County, Tennessee.

These visits proved beneficial for two reasons: first, they served as excitants and motivated Commission members to become committed to career education; secondly, they offered a base of ideas about program design, development, and implementation from which to create a career education program.

Career Education Workshop

A 10-day workshop, July 16 through the 27th, provided intensive preparation for the 30 members of the Planning Commission. Greeneville Junior High School was an ideal location for the workshop because of airconditioning and ample space, two important requirements for an effective learning environment.

Objectives for the workshop included the following:

1. To gain commitment to the concepts encompassed by career education;

2. To demonstrate knowledge of rationale, philosophy, concepts, and goals for career education;

3. To list kinds of attitudes and competencies required by industry and business for employment;

4. To develop a partnership with industry and community for working with students to improve learning;

5. To write safety guidelines for conducting exploratory activities related to industrial arts;

6. To create a product under the guidance of industrial arts instructors;

7. To prepare performance objectives;

8. To develop classroom career activities;

9. To select cassettes, films, educational games, and printed materials related to career education; and

10. To try new methods of instruction.

Community/Industry Involvement

At the beginning of the workshop, each Commission member brought a guest from the community or industry. The criterion for selection was that each guest agree to work in the classroom with students or be available at a location in the community that would serve as a learning site.

On the first day, guests were oriented to career education by viewing a film, listening to a lecture, and receiving related literature. Following this, they met in small discussion groups of five or six persons led by members of the Commission. Community guests were enthusiastic about the program, and a considerable amount of interaction took place during this initial gathering. A cooperative, friendly spirit prevailed throughout the three hours, and as a result of this meeting, community members agreed to serve as learning resources. The Commission compiled a list of persons willing to work and the types of services they would provide.

Later in the week, industrial supervisors spent one-half day with the Commission discussing the attitudes and competencies considered desirable for employment. Supervisors also presented skits depicting effective and ineffective interviews. Both groups gained greater understanding of each others' problems and agreed to work together during the year to improve course content and instruction. One supervisor was selected to serve as coordinator for placing industrial representatives in the schools to work with students.

Cardboard Carpentry

Because exploring industrial arts was a vital part of the career education program being planned, it was essential that Commission members understand the benefits to be achieved from this kind of experience. Two skillful industrial arts instructors taught handtool safety to the group and then directed the construction of various articles suitable for classroom use. This was the first time that many teachers had ever created anything with the use of tools. A considerable number were delighted with their achievements and began to understand the feeling of pride and accomplishment that can result from meaningful activities in industrial arts. Each member produced something, and all of the items were displayed for the remainder of the workshop period. Two and one-half days were spent on this phase of the program.

Workshop Instruction

Various sessions were held during the ten days in which Commission members received instruction in developing career education curriculum and

improving teaching methods. One-half day was spent in learning to prepare performance objectives and evaluate the results of instruction. This part of the workshop served as a base for developing the classroom career activities which were compiled into a handboook as resource materials for staff members of the nine pilot schools.

The Commission also received instruction in the rationale, philosophy, history, and concepts of career education and its relationship to vocational education. Various methods of integrating career education into the regular curriculum were studied.

Dealing with the disadvantaged, promoting student-directed learning, roleplaying, working effectively with the community, making the most of field trips, developing career centers, assisting students in making decisions, and developing strategies for individual and group counseling were major topics in the workshop.

One-half day was spent in examining a wide variety of career education resource materials. The Research Coordinating Unit was instrumental in adding substantially to the ample supply of available materials and in providing an information specialist and guidance persons to work with the Commission.

Workshop Evaluation

An attitudinal questionnaire containing 20 statements rated on a 4-point scale was administered to participants preceding the workshop. The statements involved major concepts of career education. This same questionnaire was administered at the termination of the workshop. It was found that after workshop participation Commission members were in greater agreement with each of the 20 statements related to career education concepts.

Each visit to industry was also evaluated. One hundred percent of the members considered each trip as being worthwhile, adding to their knowledge of career education, and likely to be of benefit to other teachers. The major criticism of the visits was that members did not have sufficient opportunity to talk to workers. However, this was not possible because of production that would be lost if workers were interrupted.

In rating the workshop activities according to importance, participants ranked activities in the following order:

1. field trips
2. cardboard carpentry
3. group activities
4. speakers and instruction
5. career information
6. roleplaying and developing classroom career activities

One hundred percent of the participants stated that they now understood the basic concepts of career education and had learned how to direct instruction toward career development. A majority (86 percent) considered relationships with other staff members to be considerably improved, and 93 percent of the members stated that teaching ability had improved. All of the participants stated that they would like to participate in a similar workshop at a later date. The project evaluator considered the workshop to be highly effective.

APPENDIXES

ATTITUDES TOWARD CAREER EDUCATION

SCHOOL_____ ADM._____ TEACHER_____ DATE_____

Please check the response you consider appropriate.

	EXTENT OF AGREEMENT			
THE SCHOOL SHOULD--	Strongly Agree	Agree	Disagree	Strongly Disagree
1. prepare students for careers	[ ]	[ ]	[ ]	[ ]
2. provide students with guidance and counseling for career development . .	[ ]	[ ]	[ ]	[ ]
3. use parents, employers, and community for sources of learning	[ ]	[ ]	[ ]	[ ]
4. assist graduates in job and post-secondary school entrance	[ ]	[ ]	[ ]	[ ]
5. follow the student's progress after he leaves	[ ]	[ ]	[ ]	[ ]
TEACHERS SHOULD--				
6. appreciate the values of many types of work	[ ]	[ ]	[ ]	[ ]
7. have work-related experiences to increase their understanding of careers	[ ]	[ ]	[ ]	[ ]
8. relate instruction to career development	[ ]	[ ]	[ ]	[ ]
9. assist students in developing attitudes necessary for career advancement . . .	[ ]	[ ]	[ ]	[ ]
10. assist students in developing the ability to get along with people . . .	[ ]	[ ]	[ ]	[ ]
11. assist students in making decisions about careers	[ ]	[ ]	[ ]	[ ]
12. be responsible for the career development of students	[ ]	[ ]	[ ]	[ ]
STUDENTS SHOULD--				
13. learn the values of work throughout their entire educational experience .	[ ]	[ ]	[ ]	[ ]
14. become familiar with many different careers	[ ]	[ ]	[ ]	[ ]
15. study their interests and abilities to determine their fitness for specific careers	[ ]	[ ]	[ ]	[ ]
16. have the opportunity to learn vocational skills	[ ]	[ ]	[ ]	[ ]
17. have the opportunity for work experience	[ ]	[ ]	[ ]	[ ]
18. have free choice to leave high school and return for further education . . .	[ ]	[ ]	[ ]	[ ]

INTEREST INVENTORY FOR GRADES 7 and 8

1. Do you like to build things?
2. Do you like to work with your hands?
3. Do you like to work with people?
4. Do you like to listen to music?
5. Do you like to sing?
6. Do you like to draw?
7. Do you like school?
8. Do you enjoy reading?
9. Do you enjoy writing?
10. Do you like arithmetic?
11. Do you like to work at home?
12. Do you know what you would like to be when you grow up?
13. Do you want to go to college?
14. Would you like to be a teacher?
15. Would you like to work in an office?
16. Would you like to be a doctor?
17. Would you like to make things in a factory?
18. Would you like to drive a truck?
19. Would you like to help build a house?
20. Would you like to fix hair?
21. Would you like to work in a garden?
22. Would you like to be a clerk in a store?
23. Would you like to work in a television station?
24. Would you like to run a hotel?
25. Do you think it is good to work?

SPACE PLANNING COMMISSION OBJECTIVES

To develop a written philosophy for career education by March 30.

To understand the SPACE Project objectives by March 30.

To understand the Career Education Planning Commission goals by March 30.

To identify and inventory the characteristics of 10 successful career education models by April 30.

To identify and inventory existing resources in the pilot schools which can be developed for SPACE by April 30.

To develop objectives for departmental committees in each pilot school by April 30.

To identify and inventory existing resources in the community which can be developed for SPACE by May 30.

To organize departmentalized teacher planning teams in the pilot schools by May 30.

To select career orientation, exploration, preparation, and placement components of successful models which can be adapted to SPACE by May 30.

To refine materials and methods for implementation of the career education model by July 30.

To participate in the summer workshop from July 16 to 27.

To organize task forces for specific tasks as needed.

To inform faculty in the pilot schools about the progress of project planning.

To communicate with the total community* for the purpose of obtaining suggestions and recommendations for planning the project.

To develop a cooperative relationship between faculty and total community to expedite the development of the comprehensive career education model.

To conduct sessions for the teachers involved in the four-day preschool in-service program in August.

*Total community--everyone in the community including students, parents, representatives of business, industry, and labor as well as social/service groups.

SPACE
VISITATION EVALUATION

Individual's Name	Date/s of Visitation
School System Visited	City and State
Mode of Travel	Total Expenditures

Number of Individuals Composing the Visitation Team

1. Was adequate transporation provided for this visitation? Yes No

2. Was coordination adequately provided with the host school prior to the arrival of the visitation team? Yes No

3. Was host school prepared for receiving the visitation team? Yes No

4. Was a schedule of events provided to members of the visitation team prior to arriving at host school? Yes No

5. Was a scheduled itinerary followed by the host school? Yes No

6. Was the host staff adequately prepared for informing the visitation team of their projects? Yes No

   Applicable comments:

7. Would you recommend other members of your school system visit this program? Yes No
   If yes, please identify by title those who could benefit from such a visitation. _____

8. Identify five or more outstanding procedures of the host school career ed program which you believe should be considered for incorporation in the Greene County Career Education Program.

FINAL EVALUATION OF SPACE WORKSHOP
BY PARTICIPANTS

1. Rank in order of importance (1 = most important) three workshop activities which benefited you the most.

   1._____

   2._____

   3._____

2. Do you understand the basic concepts of career education? ___Yes ___No

3. Do you know how to direct instruction toward career development?

   ____Yes _____No

4. The workshop speakers were generally

   _____Above average

   _____Average

   _____Below average

5. Would you participate in a workshop like this again? ____Yes ____No

6. Has your relationship with the participants improved as a result of this workshop? _____Yes _____No

7. If so, how much?

   _____Considerably

   _____Average amount

   _____Little or none

8. Has your teaching ability improved as a result of this workshop?

   _____Yes _____No

9. Was the grading system fair? _____Yes _____No

10. Has your attitude toward students changed as a result of this workshop?

    _____Yes _____No

PLEASE ADD ANY PERSONAL COMMENTS YOU WOULD LIKE TO EXPRESS

_____

_____

TALLY SHEET FOR FINAL EVALUATION OF SPACE WORKSHOP BY PARTICIPANTS

1. Rank in order of importance three workshop activities which benefited you most.

   Rank
   1 Field trips
   2 Cardboard carpentry
   3 Group activities
   4 Speakers and instruction
   5 Career information
   6 Role playing and developing career activities

2. Do you understand the basic concepts of career education?

   Yes - 100%

3. Do you know how to direct instruction toward career development?

   Yes - 100%

4. The workshop speakers were generally

   Above average - 71%
   Average - 29%

5. Would you participate in a workshop like this again?

   Yes - 100%

6. Has your relationship with the participants improved as a result of this workshop?

   Yes - 100%

7. If so, how much?

   Considerably - 86%
   Average amount - 14%

8. Has your teaching ability improved as a result of this workshop?

   Yes - 93% No - 7%

9. Was the grading system fair?

   Yes - 100%

10. Has your attitude toward students changed as a result of this workshop?

    Yes - 75%
    No - 25%

THE ROLE OF COMMUNITY MEMBERS IN CAREER EDUCATION

Discussion Questions for Planning Commission and Workshop Guests:

1. What are your reactions to career education?
2. What help can you give teachers in career education?
3. Can you suggest worthwhile field trips?
4. Could you assist with transportation and students on field trips?
5. Do you have friends who would help with career education?
6. What service organizations or civic clubs would assist?
7. Do you have materials or equipment that might be used for classes?
8. Are there other places in the community which would help?
9. Would you be able to help students to get work experience?
10. Would you serve on an advisory committee for career education?

The following are services that community helpers might provide:

Exploratory experiences; "sampling" career activities
Roleplaying in the classroom
Interviews in class or on-the-job
Providing audiovisual aids (films, slides, tapes)
Providing books, charts, pamphlets, brochures
Arranging for field trips to work sites
Planning part-time jobs, summer jobs, work-study programs, or "try-out" job experiences

EVALUATION OF VISITS TO INDUSTRY

DATE:_____

TIME:_____

(Please circle appropriate answer.)

1. In your opinion, was this a worthwhile visit? Yes No

2. Did you gain knowledge relating to career education from this visit: Yes No

3. Would you recommend other teachers be given this same opportunity? Yes No

4. Were there some aspects of the visit which you felt needed to be changed? If so, please identify. Yes No

5. Please give any comments relating to this visit which you feel would be applicable to the development of a career education program.

QUESTIONS TO ASK WORKERS

1. What is the name of your occupation?
2. What duties do you have?
3. List the qualifications you need for your work.
4. Name any physical and health requirements for your job.
5. Can both women and men handle this job?
6. What abilities do you need for your work?
7. Which personality traits are important for your job?
8. Describe your working conditions.
9. Discuss preparation requirements--cost of training, subjects needed, length of training, availability of training, work experience needed, and method of entering the occupation.
10. Do you have to have special licenses, certificates, or examinationsy
11. Are there chances for advancement?
12. What is the salary range for this job?